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ABSTRACT

This bibliography lists research articles on selected pictorial research appearing in the 1974-76 volumes of about 50 journals in psychology, educational psychology, and communications. Most articles report research in which pictorial materials were used as experimental stimuli. Some research using only verbal material and some on mental imagery are included. Citations for two bibliographies on the subject prior to 1974 are listed. (Author/KP)

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PICTORIAL RESEARCH IN 1976

W. Howard Levie

a.e.c.t. 1977

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Pictorial Research in 1976
W. Howard Levie, Indiana University A.E.C.T. 1977

A search of prominent journals in psychology and education revealed about 250 articles published last year on issues relevant to pictorial literacy.

Pictorial Memory Models

Considerable research was devoted to testing models of how pictures are processed in human memory and to providing an explanation of the pictorial superiority effect--the finding that pictures are generally superior to words in experimental learning tasks. Several researchers tested predictions derived from Paivio's dual-coding hypothesis in contrast to single-system models which predict only quantitative, not qualitative, performance differences. Although evidence supporting both views was reported, the trend seemed to favor the dual-coding model. Research supporting the frequency theory approach and the incidental-cues hypothesis also appeared. Adding to the confusion, conceptualizations emphasizing distinctions between sensory codes (physical/schematic information) and levels of semantic codes received empirical support. Lively debate can be expected.

Independent Variables

A range of pictorial stimulus variables such as color, motion, depth cues, and the organization of elements was studied. Subject variables included several indicies of aptitude and learning ability, sex, culture, and most predominantly, age. Developmental research on interpreting, producing and learning from pictures flourished. The potential facilitation of complimentary verbal material activity was studied (e.g., captioning, labeling, verbalizing) as was the potential interference of simultaneous verbal and imaginal activity.

Dependent Variables

Standard measures of learning (recognition, free recall, paired-associate recall, reaction time) predominated. Tests of higher cognitive processes and affective reactions were rare. However interesting variables such as clustering and temporal judgements are becoming more common as research designs increase in complexity and ingenuity.

Related Topical Areas

Research on mental imagery, while still very popular, declined somewhat from recent years. Further investigations of hemispheric asymmetries in processing verbal and nonverbal information were reported, and several researchers studied aspects of memory for human faces. Interest in iconic memory (very short term visual store), eye movements, and cross-modality research appeared to diminish.

Implications for Instruction

With the exceptions of research dealing with young children and a set of studies about text illustrations, the bulk of this research literature was directed toward theoretical problems in experimental psychology rather than toward practical problems in educational communication. Practical implications must be inferred and extrapolated. Pictorial research in education-oriented journals such as the Journal of Educational Psychology and the AERA publications was disappointlingly sparse. Researchers in psychology appear to have shed their traditional bias favoring verbal learning. Will educational researchers follow?

Bibliography:
Selected Pictorial Research, 1974-1976

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This bibliography consists of research articles appearing in the 1974 through 1976 volumes of about fifty widely available journals in psychology, educational psychology, and communication. Most articles report research in which pictorial materials were used as experimental stimuli. Some research that used only verbal material is included when pictorial memory processes are implicated (e.g., research on iconic memory and brain-hemispheric specialization). Also, some research on mental imagery is included.

Most of the articles listed deal with memory for pictures (often in comparison with verbal memory) using recognition or simple recall measures. Other dependent variables include reaction time, attentional responses, image production, eye movements, and affective reactions such as preferences and arousal.

Independent variables include pictorial stimulus variables such as color, motion, depth cues, and the organization of elements. Subject variables include several indicies of aptitude and learning ability, sex, culture, and most predominantly, age. Several studies deal with the facilitation or interference of combining verbal material or verbal activity with pictures or imaginal activity.

Related topics not covered in this bibliography include social learning from pictorial material (e.g., the relationship between television violence and displaying anti-social behavior), research on what is typically called "nonverbal communication" (e.g., gestures, facial expressions, symbolic clothing), and the sensory aspects of visual perception wuch as color vision.

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